OCR
Oxford Cambridge and RSA

Cambridge Technicals
Digital Media

Unit 2: Pre-production and Planning

Level 3 Cambridge Technical in Digital Media
05843 - 05846

Mark Scheme for June 2018

Annotations

Annotation	Meaning
Tick	Tick
Double Tick	Excellent point
Cross	Cross
?	Unclear
^	Omission mark
T	Terminology/Theory
EG	Use of examples
A	Explanation, analysis, argument
Vertical wavy line	Not relevant to specific question
R	Rubric
Diagonal line/line through	Blank page

Section A

Question		Answer	Mark	Guidance
1	(a)	Three marks from: e.g. • The age of the target audience (1) • Budget available (1) • Timescale of the project (1). • The wide cultural reach of the website (1) • Any other suitable response	3	Candidates may use other examples in terms of their understanding of factors to take into consideration before planning.
1	(b)	One mark for the identified, two marks for each suitable impact and expansion e.g. • The age of the target audience is 17-24 (1) this means Shaista will have to check that the images used as part of the design reflect the age group (1) so they will identify and engage with the content (1).	3	Credit should be given for attempts that demonstrate understanding of Shaista's job role. If a candidate does not understand Shaista's job then the answer should be given 0 marks.
2		One mark per potential problem Daniel might have, two marks per suitable expansion: e.g. • Daniel will have to be conscious of the launch date (1) because feedback will need to be given on ideas and testing completed (1) but over the summer key stakeholders are likely to on holiday so all work needs completing before then (1)	6	Maximum three marks per potential problem identified. Credit should be given for suitable ideas based on planning processes and/or the brief. Any aspect of Daniel's job, such as copywriting, should not be credited. Do not allow answers relating to legislation (copyright).

Question		Answer	Mark	Guidance
3	(a)	One mark per legal issue, two marks per suitable expansion: e.g. • The team will need to think about copyright of images and graphics used on the website (1) and if those designed or source will need payment or permission (1) so both the team and client so not break laws. (1) • The team will need to think about gaining signed model release sheets (1) so that any images used of students (1) have been done so with their permission. (1)	6	Maximum three marks per legal suggestion identified. Legal issues identified must be appropriate for the brief and/or target audience. • Recent GDPR regulations and Data Protection • Libel • Use of images/intellectual property
3	(b)	One mark for suitable suggestion, one mark for expansion: e.g. • The team could ensure that all images of students are from an agency (1) so that permission is not required (1) and all images will be owned by the University.	2	Suggestions must be appropriate to the correct legal issue identified.
4	(a)	One mark for suitable project management tool, two marks for expansion on why it is useful: e.g. • A workplan would be suitable (1) because timeframes and tasks can easily be seen so that the September deadline is met (1) and it allows for the evidencing of contingency plans. (1). • An online calendar (1) because all stakeholders and the team can access it (1) and all can be updated of any changes made to plans. (1).	6	Suggestions of secondary sources must reference the specific brief. Do allow: • Spreadsheets, • Gantt chart, • Project management software – may be quoted by name, may not be Don't allow: • Mindmaps • Moodboard • Visualisation diagram • Call sheets

Question		Answer	Mark	Guidance
4	**(b)**	One mark for suitable drawback, two marks for explanation: e.g. • Drawback of an online calendar is that if the internet connection goes down (1) it can't be worked on by all (1) and changes will be lost or have to be revised. (1).	**3**	Suggestion of drawback must be based on one of the correct suggestions made in 4a) If the suggestion is not correct in 4a), 4b) will get 0 marks. Answer has to reference a drawback of the method, not a problem with planning or project management.
5		**Level 3 (6-8 marks)** There is an excellent discussion of a primary research method that Shaista could use to get feedback. There will be a thorough comparison against another method and differences will be explained fully. **Level 2 (3-5 marks)** There is a good discussion of a primary research method that Shaista could use to get feedback. There will be some comparison against another method and differences will be sometimes explained. **Level 1 (1-2 marks)** There is a basic discussion of a primary research method that Shaista could use to get feedback. The brief may not be mentioned. There will be limited comparison against another method. 0 marks for responses not worthy of credit	**8**	Read answer as a whole and then award marks. Points that may be covered: Shaista might use: • Focus group to gain feedback from one particular cultural or year group. • Interviews with the lecturers to gain feedback on whether the written content fully covers what is necessary in terms of information about the courses on offer. It might be compared against: • Online survey that can be distributed more widely to gain more feedback but this may not be as focused or targeted. If they use two types of the same method (e.g. online questionnaire v. face to face questionnaire) then limit to Level 2. If the brief is not mentioned or addressed then limit to Level 2.

Question	Answer	Mark	Guidance
6	One mark for each idea for content, two marks for expansion: e.g. • Ask the expert feature (1) which could be with a lecturer or an older student (1) and would be available via chat or forum function (1).	**9**	Ideas for content should be based on the brief and show originality and demonstrate understanding of website functionality (e.g. uploading of images). Do not award marks for advertising/sponsorship ideas – answer should be about the content for the website to show engagement with the brief.

Section B

Question	Answer	Mark	Guidance
7	**Content (max 2 marks)** e.g. Potential sections (1) Flow of navigation (1) Interactive functions (1) **Fitness for purpose (max 3 marks)** e.g. Section names on site map relate to the brief and audience (1) Navigation is logical and can be easily followed by students (1) Draft can be followed by both Ed and Shaista (1) **Annotations to justify decisions (max 3 marks)** e.g Justification against audience requirements (1) Justifications against specific brief (1) Annotations to clearly demonstrate purpose of suggested choice (1) Annotations clearly demonstrate understanding of website structure and design (e.g. Home page identified)	8	• Main focus is the ability to create a suitable document for the development of navigation of the website so that it meets the client brief. • If a traditional site map has not been drawn but a site flow has been represented, then credit..
8	**Content (max 3 marks)** e.g. Ideas for engaging content to promote the uni (e.g. Freshers week plans/societies) (1)	8	• The question is about the creation of a suitable visualisation diagram in relation to the brief. • Main focus is the ability to create a suitable plan that shows understanding of website design. • Any visualisation diagram that does not

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	Colour scheme and house style (1) Ways to login in/access accounts for university (1) **Layout (max 2 marks)** e.g. Follows homepage layout conventions (1) Appropriate juxtaposition of text and images (1) **Fitness for purpose (max 3 marks)** e.g. Relevant to the brief (1) Relevant to audience requirements (e.g. audience will be able to understand the message) (1) Content is justified against wider purpose of the website (e.g. to modernise the image of the university, to promote the courses and student experience) (1)		feature a navigation bar is not a conventional homepage.
9*	**Level 4 13 - 18 marks** An **excellent** evaluation about the effective use of producing a SWOT analysis as part of the planning process for the website. A wide range of **wholly appropriate** use of a SWOT analysis will be covered using context based examples to **fully justify** the points made. Specialist terms will be used correctly and appropriately. There will be few, if any, errors in grammar, punctuation and spelling.	18	The following points may be covered: • A SWOT analysis will provide a clear outline of the starting point so weaknesses can be worked on as priority. • A SWOT analysis can provide alternatives that haven't been thought about, such as opportunities for the website to make money. • A SWOT analysis can be amended as the planning goes on as new opportunities arise. • A SWOT analysis can provide an overview for all stakeholders.

Question	Answer	Mark	Guidance
	Level 3 9 - 12 marks A **good** evaluation about the effective use of producing a SWOT analysis as part of the planning process for the website. Uses and elements of a SWOT analysis are **appropriate and sometimes justified.** There will be some errors of spelling, punctuation and grammar but these are unlikely to be intrusive or obscure meaning. **Level 2 - 5-8 marks** **A basic** evaluation about the effective use of producing a SWOT analysis as part of the planning process for the website. Uses and elements of a SWOT analysis are **mostly appropriate and linked to the context**. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive. **Level 1 - 1-4 marks** **Limited** understanding of the use of a SWOT analysis is demonstrated. The examples used are sometimes appropriate and may be general and not linked to the context **0 –** no response or no response worthy of credit.		• Is not useful for all involved in production process such as communication different design ideas to all involved. • Cannot be used for the planning of personnel. • Cannot be used effectively to manage a project and timescales. Candidates can only reach Top of Level 3 if they have not discussed other pre-production documents in the context that a SWOT analysis cannot be used to plan the whole project.

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